



# Missouri Teacher Preparation Institution PROFILE

## MISSOURI SOUTHERN STATE COLLEGE

### GENERAL INFORMATION

#### About the Institution

- Missouri Southern State College is a comprehensive state university specializing in undergraduate education. The curriculum combines a liberal arts foundation with professional orientation and a strong commitment to international aspects of education. The college opened in 1937 as Joplin Junior College. In 1967, the college became a state-assisted, four-year college and part of the state's higher education system. Missouri Southern State College is a moderately selective, baccalaureate-level institution with an international emphasis.

Source: Missouri Southern State College (<http://www.mssc.edu>)

- Enrollment\* **5,651** (5,651 undergraduates)

White	38.8%
African American	2.5%
American Indian	2.7%
Asian	1.2%
Hispanic	1.1%
Other	53.8%

Missouri residents 88% (undergraduates)

Male	43.3%
Female	56.7%

\*Fall 1999 Headcount

Source: 1999-2000 Statistical Summary of Missouri Higher Education (Tables 19a, 19b, 32a & 32b)

Transfer Students from Missouri Public Community Colleges\* 78

\*Fall 1998 degree-seeking undergraduate students

Source: 1998-1999 Statistical Summary of Missouri Higher Education (Tables 73a & 73b)

Bright Flight Scholarship Students<sup>1</sup> 100

Source: 1998-1999 Statistical Summary of Missouri Higher Education, July 1999 (Tables 18a & 18b)

Byrd Scholarship Students (Missouri residents)<sup>2</sup> 1

Source: Missouri Department of Elementary and Secondary Education

- Entrance Requirements

Prospective students must provide 1) an application, 2) a final high school transcript with graduation date, rank in class, and grade point average mailed directly from the high school, and 3) an enhanced ACT score. Under regular admission policies, students will be admitted if a) they rank in the upper one-half of their high school graduating class, or b) they have a composite score of 18 or above on the ACT.

Source: Missouri Southern State College Web Site

- Average ACT Score of 1994 Freshmen Class\*<sup>3</sup> 21.1

\*Fall 1994 degree-seeking, ACT-tested, first-time freshmen

Source: 1994-1995 Statistical Summary of Missouri Higher Education, Missouri Coordinating Board for Higher Education (Tables 1.1 & 1.2)

Compiled  
by the  
Missouri  
Department of  
Elementary  
and Secondary  
Education  
August 2000

- Tuition & Fees, Typical Full-time Undergraduate Student\*

<u>Missouri Resident</u>	<u>Non-resident</u>
\$2,391	\$4,656

\*1999-2000 academic year

Source: 1999-2000 Statistical Summary of Missouri Higher Education

## About the Education Program

- The dean of the School of Education is the chief spokesman for the teacher education programs and the chief administrator responsible for the teacher education programs. The dean serves under the direction of the president of the college, senior vice president, and the vice president of academic affairs. The teacher education program consists of the Teacher Education Department as the governing unit; the Secondary Education Committee, which oversees the programs in secondary education; the Teacher Education Council; and the Committee on Admissions and Retention. The Teacher Education Department is specifically responsible for the elementary education, early childhood, middle school, reading education, and special education programs.

Source: Missouri Southern State College 1997-1999 Catalog

- Enrollment in Undergraduate Professional Education Programs\* **843** (182 part-time)

American Indian	5.0%
Asian	0.5%
African American	1.7%
Hispanic	1.2%
White	91.7%
Other	0.0%
Nonresident Aliens	0.0%
Unknown	0.0%
Missouri residents	89.8%
Male	28.4%
Female	71.6%

\*Fall 1998 Headcount (full-time students)

Source: Institution MoSTEP Report Form A & B, Missouri Addendum 1 & 2, Oct. 1999

### Transfer Students from Missouri Public Community Colleges\* 59

\*Fall 1999 degree-seeking undergraduate students

NOTE: Missouri Southern receives transfer students from these community colleges: Crowder College, Ozark Technical, St. Charles County, East Central, St. Louis (Florissant Valley and Forest Park), Mineral Area, Longview, Maple Woods, Moberly Area, and State Fair.

Source: Missouri Southern State College, April 2000

Missouri Teacher Education Scholarship Students <sup>4</sup>	6
Missouri Minority Teaching Scholarship Students <sup>5</sup>	1

Source: Missouri Department of Elementary and Secondary Education

- Education Program Entrance Requirements

After the student declares a major in education, two levels of admission to the teacher education program exist. The first level is application for *tentative* formal admission. Applications for formal admission to the teacher education program may be filed after the student has declared an education major and successfully completed 55 semester hours of prescribed course work. Students must have tentative formal admittance before courses can be taken in professional education.

To qualify for tentative formal admission, students must

1. submit a completed application that is signed by the student's advisor
2. have a cumulative GPA of 2.75 in all course work. (All students in education must maintain a cumulative GPA of 2.5 in their teaching areas.)
3. pass all sections of the C-BASE

4. have a composite ACT enhanced score of 20 or an SAT combined score of 800
5. submit an autobiography, handwritten in correct and coherent standard English and read and approved by the student's advisor
6. submit a passing evaluation in speech from the communications department

Convicted felons must identify themselves by so indicating on the application for admission form. Upon identification the student will need to make certain documents and information available to the Admissions and Retention Committee of the Teacher Education Program.

The second level is *formal* admission, which is granted after the student successfully completes EDUC 329, EDUC 321, and EDUC 423. The student must be recommended by the instructors of these courses and must maintain a cumulative GPA of 2.75. If at any point in the program a student's GPA drops below accepted levels, the student will be dismissed from the teacher education program. Grades below a C in professional education courses will not be accepted for the degree requirements in teacher education. Students seeking certification in elementary, middle school, secondary, special, and early childhood education must have a grade of C or better in each of the courses in these certification areas.

Source: Missouri Southern State College Web Site

- Information about Education Program Completers <sup>6</sup>

### Recommended for initial Missouri certification in 1998

**116**

#### Age

Under 25	54%
25-34	28%
35-44	15%
45-54	2%
55 and over	2%

Source: Missouri Department of Elementary and Secondary Education

#### Average ACT score <sup>7</sup> (for initial Missouri certification in 1998)

**22.7**

Source: ACT Inc. Research Services

#### C-BASE scores <sup>8</sup>

Passed all five subjects *first time*

Took Test	Passed all Subjects	English			Writing			Math			Science			Social St.		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
99	80	241	424	330	242	396	320	236	495	328	236	428	318	236	427	316

Passed all five subjects, *one or more attempts* through December 1998

Took Test	Passed all Subjects	English (313)*			Writing (314)*			Math (314)*			Science (306)*			Social St. (303)*		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
101	101	241	424	327	240	396	318	236	495	318	236	428	307	236	445	311

\*state median score

Source: Assessment Resource Center

#### Employed in Missouri public schools <sup>9</sup> in 1998-99\*

**84 (72%)**

Missouri public school districts employing Missouri Southern State College  
1998 program completers 27

Major employers of Missouri Southern State College 1998 program completers

Miller R-II	4	McDonald County R-I	6
Seneca R-VII	4	Neosho R-V	7
Nevada R-V	4	Webb City R-VII	12
Carl Junction R-I	5	Joplin R-VIII	17

\*Does not include individuals employed in public schools in another state, employed in private schools in Missouri or another state, or who received their teaching credentials but were employed in another field or unemployed

Source: Missouri Department of Elementary and Secondary Education

## RESOURCES

### Institution

- Full-time Faculty at Missouri Southern 202  
*Source: 1998-1999 Statistical Summary of Missouri Higher Education (Tables 44a & 44b)*

### Education Program

- Full-time Education Program Faculty 12
 

American Indian	0
Asian	0
African American	1
Hispanic	0
White	11
Nonresident Aliens	0
Other	0
Male	1
Female	11
Doctorate Degree	10
Missouri Teaching Certificate	<b>Not Reported</b>
National Board Certification	0
- Adjunct Education Program Faculty 21
 

Full-time with the institution, part-time in education	17
Part-time in education	4

*Source: Missouri Southern State College, August 2000*

## EDUCATION PROCESSES

### Institution

- Student-to-Faculty Ratio\* 19:1  
*Source: 1998-1999 Statistical of Summary of Missouri Higher Education, Missouri Coordinating Board for Higher Education (Table 49)*

- Average Class Size\* 22  
*\*undergraduate program*  
*Source: Missouri Southern State College, April 1999*

### Education Program

- Student-to-Faculty Ratio 27:1
- Average Class Size 17  
*Source: Missouri Southern State College, August 2000*
- Practical Experience Requirements for Education Majors

Site-based experiences include

- Field-based Experience: A structured experience that consists of one to 30 clock hours conducted at a school site. The experience may be an integral part of a support course, a methods course, or another professional course.

- B. Clinical Experience: A structured experience that consists of classroom and on-site experiences. By policy the number of clock hours spent in on-site experiences must not exceed more than two clock hours of on-site experience to one hour of classroom experience on campus. Clinical experiences extend on-campus experiences. Carefully structured activities in a classroom environment give the candidate an opportunity to practice what he or she is learning in the campus classes. The campus class activities provide for a debriefing of what the candidate experiences in the school classroom and for structuring new activities to be used in the classroom.
- C. Practicum Experience: A structured experience that consists of 32 to 96 clock hours (there must be 32 clock hours for every credit hour) at an approved site, e.g., Child Development Center, State Center, public school. EDUC 319 (Practicum I in Early Childhood Education), EDUC 408 (Assessment in Early Childhood), EDUC 446 (Practicum in Special Education), EDUC 471 (Practicum in Diagnosis of Reading Difficulties), and EDUC 472 (Practicum in Remediation of Reading Difficulties) are examples of this type of experience.
- D. Student Teaching: An extended field experience both in terms of time and assignments. The student-teaching experience is a 10-week experience, but in some instances a candidate may be required to student-teach beyond the 10-week minimum.

All candidates must have a multicultural experience during their student-teaching semester. They must either spend a day in the Kansas City schools (at no cost) or spend a week in a comparative educational experience.

Candidates may also compete for a slot for a student-teaching placement in Southampton, England.

*Source: Missouri Southern State College Web Site*

- **Professional Development School(s)**

In order to increase global and cultural awareness, the teacher education department offers its students a unique comparative education experience each fall and spring semester. The experience is designed to promote a greater acceptance of and sensitivity to diverse cultures thrust into the dominant culture of local classrooms. Teacher candidates experience the atmosphere of teaching in an urban setting at elementary and secondary schools with predominantly minority enrollments in Washington, D.C.; Santa Fe, N.M.; San Antonio, Texas; or New Orleans. The program is sponsored by World Issues for Study by Educators (WISE) and allows the teacher candidates to gain a firsthand understanding of urban schools and diverse cultures.

To participate in the program, the teacher candidates attend six seminar sessions on the MSSC campus, conduct an article review pertaining to urban schools and students of minority groups, and develop lesson plans for use in urban schools. The teacher candidates also attend daily seminar sessions during the experience and write reaction papers at the conclusion. During the comparative education experience, the teacher candidates observe the cooperating teachers; assist the teachers, as requested, in small groups, tutoring and other areas; and present lessons on various subjects.

During their junior year, candidates may opt to complete coursework in professional education on-site at a local school.

*Source: Missouri Southern State College Web Site*

- **Co-curricular Programs**

Teacher education majors choose among nine student organizations: Association for Childhood Educators International (ACEI), Collegiate Middle Level Association (CMLA), Council for Exceptional Children (S-CEC), International Reading Association (IRA), Kappa Delta Pi (KDP), Missouri State Teachers Association (S-MSTA), National Education Association (S-NEA), Technology in Education (TIE), and World Issues for Study by Educators (WISE). The CMLA chapter is the national charter chapter, and its officers served as national officers in 1998-99. CEC sponsors the local Special Olympics. The IRA chapter received the national third place award for chapter programming in the spring of 2000 and sponsors a young authors conference each spring. The Rho Sigma Chapter of KDP has twice (1997, 1999) been chosen as an outstanding international chapter. WISE hosts a comparative education trip each semester to Washington, D.C.; San Antonio; Santa Fe; or New Orleans.

- **Instructional Technology Requirements**

The Missouri Southern Department of Teacher Education adopted the International Society for Technology in Education standards in the spring of 2000. Currently, these standards are being disbursed throughout methods courses, clinical experiences, and computer technology coursework. An ad hoc committee is redesigning the lesson plan to better demonstrate the candidate's technology skills. As student experiences expand and new hardware and software become available, the placement of these standards will be re-evaluated and redistributed.

Every candidate is required to successfully complete EDUC 301 Use of Computer Software in Education, a three-hour course. Beginning in the fall of 1999, all sections of this course incorporated Blackboard, an application that allows faculty and students to share learning materials on the web, communicate, collaborate, evaluate, and measure student progress. The program also enables instructors to create and manage course web sites without knowing HTML or other programming languages.

All candidates receive instruction in word processing, database, spreadsheet, presentation software (currently Kid Pix, HyperStudio, and PowerPoint), Internet applications for K-12 classrooms, educational software evaluation, and appropriate use of video and television. The candidates are required to demonstrate appropriate use of technology for instructional purposes by incorporating graphics, sound, and video in multimedia presentations; by the use of teacher utilities (e.g., gradebook, desktop publishing); and by the appropriate use of content specific software and peripherals. Beginning with the fall 2000 semester, the candidates will be required to demonstrate their ability to effectively plan and use instructional technology in a clinical experience. To accomplish this, candidates will integrate the use of technology into unit plans and lesson plans created for their junior internship. This will follow the restructuring of the MSSC Lesson Design, which is currently evolving.

*Source: Missouri Southern State College, April 2000*

- **Accredited; NCATE (National Council for Accreditation of Teacher Education)**

*Source: National Council for Accreditation of Teacher Education Web Site*

## **PERFORMANCE**

- Missouri certificates\* issued in 1998 to Missouri Southern education program completers, by subject area and grade level

<b>Subject Area</b>	<b>Grade Level</b>	<b>Recommended for Certification</b>
Art	K-12	3
Business Education Except Shorthand	9-12	9
Early Childhood Education	PK-3	16
Elementary Education	1-6	73
English	9-12	12
General Science	5-9	3
Language Arts	5-9	3
Mathematics	5-9	1
Mathematics	9-12	3
Mild/Moderate: Cross Categorical	K-12	8
Mild/Moderate: Learning Disabled	K-12	7
Mild/Moderate: Mentally Handicapped	K-12	1
Music – Instrumental	K-12	2
Music – Vocal	K-12	3
Physical Education	9-12	4
Physical Education	K-12	4
Social Science	5-9	7
Social Science	9-12	3
Speech/Theatre	9-12	1

Unified Science: Biology	9-12	3
<b>Total</b>		<b>166</b>

\*Number of certificates issued, not number of graduates

Source: Missouri Department of Elementary and Secondary Education, Certification Section

- Performance of Program Completers\* on Praxis II Exit Exam<sup>10</sup>

	Total Examinees	Number Passing	Qualifying Score	Institutional Average	Missouri Average	National Median
Art Education	3	3	500	660	625	630
Biology	3	3	480	710	690	690
Business Education	9	9	550	652	656	640
Education in the Elementary School	65	65	520	648	631	630
English Language & Literature	11	11	500	625	606	600
Mathematics	3	3	550	633	648	610
Music Education	6	6	510	583	632	620
Physical Ed: Content Knowledge	1	1	153	168	160	155
Physical Education	6	6	530	643	633	630
Professional Knowledge	98	98	638	666	666	663
Social Studies	1	1	500	580	617	600
Special Education	1	1	490	650	632	630
Speech Communication	1	1	530	610	667	670
<b>Total</b>	<b>208</b>	<b>208</b>				

\*Individuals recommended for initial Missouri certification in 1998

Source: Educational Testing Service

- Follow-up on Missouri Southern Program Completers

Education program completers who received initial Missouri certification in 1993

**146**

*Employed in Missouri public schools in*

1994-95	81 (55%)
1995-96	85 (58%)
1996-97	84 (57%)
1997-98	84 (57%)
1998-99	81 (55%)

*Employed in Missouri public schools in 1998-99, with master's degree*

9 (6%)

*Employed in the same Missouri public school district in*

1994-95	81 (55%)
1994-96	66 (45%)
1994-97	58 (40%)
1994-98	52 (36%)
1994-99	46 (32%)

*Certification Status as of Sept. 1, 1999*

Holding Valid PC I	4 (3%)
Holding Valid PC II	89 (61%)
Lapsed <sup>11</sup>	53 (36%)

Source: Missouri Department of Elementary and Secondary Education

## Major Employers<sup>12</sup>

### Missouri school districts employing Missouri Southern graduates\* 203

Missouri Southern State College had 1,854 graduates teaching in Missouri public schools during the 1998-99 school year.

Joplin R VIII employed 15 percent (276) of the 1,854 graduates teaching in Missouri public schools during the 1998-99 school year.

School districts employing 6 percent or more of Missouri Southern State College's 1,854 graduates teaching in Missouri public schools during the 1998-99 school year

Neosho R-V	6%	(119)
Carthage R-IX	7%	(137)
Webb City R-VII	8%	(150)

School districts where Missouri Southern graduates make up 25-49 percent of faculty

Bronaugh R-VII	Lamar R-I	Purdy R-II
Carl Junction R-I	McDonald R-I	Sheldon R-VIII
Golden City	Neosho R-V	Southwest R-V
Jasper County R-V	Northeast Vernon County R-1	Verona R-VII
Joplin R-VIII	Pierce City R-VI	

School districts where Missouri Southern graduates make up 50-74 percent of faculty

Avilla R-XIII	East Newton R-VI	Webb City R-VII
Carthage R-IX	Sarcoie R-II	Wheaton R-III
Diamond R-IV	Seneca R-VII	

School districts where Missouri Southern graduated make up 75 percent or more of faculty

Westview C-6

*\*Includes all graduates of Missouri Southern teaching in the district, not just those who completed the education program  
Source: Missouri Department of Elementary and Secondary Education*

STARR Teachers<sup>13</sup> 4

National Board Certified Teachers<sup>14</sup> 0

Missouri Teachers of the Year<sup>15</sup> 1

*Source: Missouri Department of Elementary and Secondary Education*

## Other Honors and Awards Earned by Graduates

**Not Reported**